

WELLNESS ACTIVITY CURRICULUM

PHYSICAL EDUCATION

Brookings School District 5-1
Fall 2008

Wellness Activity Beliefs

The purpose of the Brookings Public School Wellness Activity Program is to facilitate student's educational achievement and health.

We believe:

- life style choices can enhance or adversely affect a person's well being. Wellness involves a conscious approach toward maximizing one's health.
- wellness provides a foundation for developing an individual's physical, mental, social, and emotional competencies that lead to a healthier life style.
- in order to develop these wellness competencies, students need to acquire and apply knowledge, skill, positive attitudes, and behaviors to enhance their quality of life.
- wellness activities can be modified to meet the needs of all students. Safety considerations for all students will determine modifications or alternatives.
- the opportunity to participate in a diversified program will encourage and challenge students to explore, discover, and develop their individual interests, capabilities and knowledge.
- the wellness program will collaborate with all school disciplines, parents, and the community to enhance each student's well being.

WELLNESS ACTIVITY GOALS

*Taken from: (National Association for Sport and Physical Education)

The Wellness Activity Program will give students the opportunity to participate in developmentally appropriate activities that will help them increase their physical competence, sense of capability, and joy of being physically active not matter what their physical abilities may be.

1. Establish a positive, safe learning environment for all students.
2. Teach a variety of physical activities that make physical education class fun and enjoyable.
3. Create maximum opportunities for students of all abilities to be successful.
4. Promote students honesty, integrity and good sportsmanship.
5. Guide students into becoming skillful and confident movers.
6. Facilitate the development and maintenance of physical fitness.
7. Assist students in setting and achieving personal goals.
8. Provide specific, constructive feedback to help students master motor skills.
9. Afford opportunities for students to succeed in cooperative and competitive situations.
10. Prepare and encourage students to practice skills and be active for a lifetime.

Wellness Standards

Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness, and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher order skills include decision-making and problem solving are required to become informed lifetime physically active consumers.

The Brookings Public School Physical Education Standards (taken from the SD Department of Education physical education standards) remain the same throughout the K-12 document. It is within the grade level activities that there is a difference on what is expected.

Brookings School District K-12 Physical Education
(adapted from the SD Department of Education Physical Education Standards)

PHYSICAL EDUCATION STANDARDS
K-2

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

K-2 Benchmarks:

- a. perform fundamental locomotor skills within rudimentary movement patterns.*
- b. transfer fundamental locomotor skills into simple activities and/or games.*
- c. determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.*

K-2 Level Sample Activities/Tasks:

1. hop through a zigzag pattern
2. play skip tag
3. choose one fundamental locomotor skill to move from point A to point B (i.e. from floor to platform, over a barrier, as low as possible)

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

K-2 Benchmarks:

- a. perform fundamental manipulative skills within rudimentary movement patterns.*
- b. transfer fundamental manipulative skills into simple activities and/or games.*
- c. determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.*

K-2 Level Sample Activities/Tasks:

1. volley a balloon alone or to a partner
2. kick balls of various sizes and/or shapes at targets
3. choose an appropriate object and skill to hit targets of varying sizes, weights, and distances

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

K-2 Benchmarks:

- a. maintain control in weight-bearing and balance activities.*
- b. adjust body position to maintain equilibrium during simple physical activities and/or games.*
- c. determine the appropriateness of kinesthetic adjustments made during simple movement patterns.*

K-2 Level Sample Activities/Tasks:

1. balance on one foot for 5 seconds
2. perform animal walks
3. walk the length of a balance beam

STANDARD/GOAL TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

K-2 Benchmarks:

- a. recognize that scientific principles affect movement skills.*
- b. use scientific principles when performing movement skills.*
- c. recognize when a desired outcome is achieved.*

K-2 Level Sample Activities/Tasks

1. recognize that heavier objects require more effort to throw
2. bend his/her knees when landing after a jump
3. recognize that body position affects the execution of a forward roll

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

K-2 Benchmarks:

- a. recognize that physical, emotional, and cognitive factors affect performance.*
- b. identify training practices that promote skill acquisition and performance.*
- c. engage in training practices that promote skill acquisition.*

K-2 Level Sample Activities/Tasks:

1. identify ways physical, emotional, and cognitive factors affect performance
2. list things that improve performance, e.g., nutrition, rest, repetition, proper technique
3. complete a daily warm-up routine

Indicator 3: Students will evaluate various strategies leading to successful performance.

K-2 Benchmarks:

- a. identify basic performance strategies used in physical activity.*
- b. use basic performance strategies in various situations.*
- c. recognize effective performance strategies within physical activity.*

K-2 Level Sample Activities/Tasks:

1. comprehend that visual tracking affects performance
2. maintain personal space during a tag game
3. identify reasons for hitting/missing a target

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

K-2 Benchmarks:

- a. identify components used to determine health-related fitness.*
- b. recognize physiological indicators related to each health-related fitness component.*
- c. recognize the difference between moderate and vigorous activity.*

K-2 Level Sample Activities/Tasks:

1. describe the relationship between daily activity and health-related fitness
2. monitor heart rate before and after vigorous activity
3. choose appropriate activities for warm-up and cardiovascular development, e.g., stretching; rope jumping

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

K-2 Benchmarks:

- a. understand that positive results are gained from on-going physical activity.*
- b. recognize the healthful benefits of a specific physical activity.*
- c. identify and use safe, beneficial techniques in physical activity.*

K-2 Level Sample Activities/Tasks:

1. state benefits of daily physical activity
2. recognize that pull-ups develop upper body strength
3. bend knees when performing abdominal crunches

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

K-2 Benchmarks:

- a. identify school/community health-related facilities and programs.*
- b. identify various fitness activities that contribute to personal health.*
- c. participate in sustained moderate to vigorous physical activity on a routine basis.*

K-2 Level Sample Activities/Tasks:

1. identify warm weather and cold weather activities available at different locations in the community
2. list physical activities that maintain flexibility
3. engage in continuous activity during physical education class

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

K-2 Benchmarks:

- a. understand the importance of personal responsibility for safety in physical activity.*
- b. recognize acceptable sportsmanship in physical activity settings.*
- c. resolve conflicts in socially acceptable ways.*

K-2 Level Sample Activities/Tasks:

1. recognize that personal actions can affect the safety of others, e.g., choose the appropriate time and space when swinging a bat or racket
2. identify the characteristics of good sportsmanship, e.g., sharing, taking turns
3. describe positive ways to solve problems with others, e.g., clarify the facts, tell the truth

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

K-2 Benchmarks:

- a. understand the purposes of different roles in group activities.*
- b. encourage one another's positive efforts in physical activity settings.*
- c. understand the importance of being a positive leader in group settings.*

K-2 Level Sample Activities/Tasks:

1. identify various roles in group activities, e.g., leader, follower, partner, team member
2. list words, phrases, gestures that are encouraging to others, e.g., "great," "good job," high five, thumbs up
3. cooperate and treat others with respect during physical activities

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

K-2 Benchmarks:

- a. understand the existence of individual uniqueness in physical activity settings.*
- b. understand why all students should be included in physical activity settings.*
- c. recognize various aspects of diversity in physical activity settings.*

K-2 Level Sample Activities/Tasks:

1. describe the personal strengths of a partner
2. explain why exercise/physical activity is good for everyone
3. recognize that people have different preferences and abilities in physical activities

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self expression and personal growth.

K-2 Benchmarks:

- a. recognize that physical activity provides personal enjoyment.*
- b. recognize appropriate social interaction in various physical activities.*
- c. describe the positive feelings experienced from participating in physical activity.*

K-2 Level Sample Activities/Tasks:

1. identify physical activities which are fun
2. congratulate other students at the completion of physical activity
3. explain personal feelings when properly throwing a ball and hitting a target

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

K-2 Benchmarks:

- a. express feelings associated with success derived from repetition of physical activity.*
- b. recognize the emotional, physical, and social factors associated with participation in physical activity.*
- c. engage in new and challenging physical activities.*

K-2 Level Sample Activities/Tasks:

1. describe personal feelings after successfully kicking a rolled ball following numerous attempts
2. identify perspiration and increased heart rate as a result of active participation in physical education
3. participate willingly in physical activities which require learning new skills, e.g., learning to jump rope

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

K-2 Benchmarks:

- a. identify various physical education/fitness careers in the community.*
- b. identify skills needed to work in a physical education/fitness career.*
- c. recognize ways people in physical education/fitness careers work with people in other jobs.*

K-2 Level Sample Activities/Tasks:

1. list three careers where physical education skills could be used
2. identify duties/requirements of a physical education teacher, coach, or recreation center employee
3. collect pictures which represent physical education/fitness professionals at work, e.g., teacher, athletic trainer

PHYSICAL EDUCATION STANDARDS

3 - 5

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

3-5 Benchmarks:

- a. demonstrate mature form in all locomotor skills within movement patterns.*
- b. demonstrate smooth transitions between sequential locomotor skills within activities and/or games.*
- c. determine the effectiveness of transferring fundamental locomotor skills into modified activities and/or games.*

3-5 Level Sample Activities/Tasks:

1. complete an obstacle course using each of the fundamental locomotor skills
2. perform a running long jump
3. defend opponent(s) in 2 on 2 basketball

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

3-5 Benchmarks:

- a. demonstrate mature form in all manipulative skills within movement patterns.*
- b. demonstrate smooth transitions between sequential manipulative skills within activities and/or games.*
- c. determine the effectiveness of transferring fundamental manipulative movement patterns into modified activities and/or games.*

3-5 Level Sample Activities/Tasks:

1. soccer kick at a goal
2. field a ground ball, then throw to a target
3. perform the appropriate method of passing a volleyball to a teammate

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

3-5 Benchmarks:

- a. respond to various forces to maintain static or dynamic balance while performing basic skills.*
- b. maintain body equilibrium in basic movement patterns in modified physical activities and/or games.*
- c. determine the effectiveness of kinesthetic adjustments made during basic non-locomotor/stability movement patterns.*

3-5 Level Sample Activities/Tasks:

1. perform bending, stretching, pulling, pushing, twisting and balancing skills

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

3-5 Benchmarks:

- a. understand there are connections between scientific principles and a specific movement.*
- b. model the correct application of scientific principles while performing a skill.*
- c. determine if the use of a specific scientific concept enhances skill performance.*

3-5 Level Sample Activities/Tasks:

1. explain the outcomes of a long jump performed with vs. without arm lift
2. set a trainer volleyball to a stationary target
3. explore the results of a basketball contacting a backboard at various angles

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

3-5 Benchmarks:

- a. understand how physical, emotional, and cognitive factors affect performance.
- b. explore training and conditioning practices that impact skill acquisition and performance.
- c. model appropriate training and conditioning practices to improve skill acquisition.

3-5 Level Sample Activities/Tasks:

1. correlate physical, emotional, and cognitive factors to personal performance
2. experience the results of a varied running routine, e.g., sprint--faster heart rate and quick recovery; long slow distance--leg fatigue and longer recovery
3. demonstrate correct technique when practicing a soccer skill

Indicator 3: Students will evaluate various strategies leading to successful performance.

3-5 Benchmarks:

- a. explore performance strategies to use in various situations.
- b. apply appropriate performance strategies in various situations.
- c. determine the effectiveness of various performance strategies.

3-5 Level Sample Activities/Tasks:

1. compare results of dribbling strategies in basketball, e.g., using a crossover vs. a same-hand dribble while maneuvering through a cone maze
2. decide when to use a cut-off person or to make a long throw in a modified softball game
3. determine whether an overhand or underhand release results in greater distance when throwing

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

3-5 Benchmarks:

- a. examine scientifically based data to determine personal health-related fitness level.
- b. record specific fitness data to track personal progress.
- c. understand the concepts of frequency, intensity, time, and type within physical activity.

3-5 Level Sample Activities/Tasks:

1. compare personal achievement of abdominal endurance test to national norms
2. explain the impact of frequency, intensity, time, and type on health-related fitness

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

3-5 Benchmarks:

- a. explore and share the results of on-going physical activity.
- b. investigate the healthful benefits of a specific physical activity.
- c. explain the importance of using safe, beneficial techniques and related theory in physical activity.

3-5 Level Sample Activities/Tasks:

1. create a class wall-chart of favorite activities and their health-related benefits
2. describe the long term benefits of a specific physical activity
3. demonstrate and explain a technically correct push-up or modified push-up

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

3-5 Benchmarks:

- a. explore available options of school/community health-related facilities and human resources*
- b. explore various activities to meet personal health-related fitness needs.*
- c. engage in on-going physical activity and encourage the participation of others.*

3-5 Level Sample Activities/Tasks:

1. describe a favorite physical activity, the required equipment, and the health-related benefits
2. cooperate with a partner to teach/learn a chosen physical activity

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

3-5 Benchmarks:

- a. perceive one's personal role in maintaining a safe physical activity environment.*
- b. practice acceptable etiquette and sportsmanship in physical activity settings.*
- c. apply conflict resolution processes in physical activity settings.*

3-5 Level Sample Activities/Tasks:

1. follow rules, procedures, and safety practices in various physical activities
2. make positive comments and refrain from 'put-downs' during physical activity
3. use various strategies to solve personal/team differences, e.g., rock-paper-scissors, flipping a coin, drawing straws

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

3-5 Benchmarks:

- a. recognize and support various roles in group settings.*
- b. recognize and support the productive efforts each individual brings to physical activity settings.*
- c. recognize various roles and purposes of leadership in group settings.*

3-5 Level Sample Activities/Tasks:

1. demonstrate specific responsibilities of people/positions within a group activity, e.g., middle back position in a volleyball game
2. participate in various games/activities in which success depends upon the contributions of each team member, e.g., Double-Dutch rope jumping
3. accept individual responsibility for completing a specific task in a group activity, e.g., team challenges

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

3-5 Benchmarks:

- a. explore the effects of an individual's uniqueness within physical activity settings.*
- b. support the inclusion of all students in physical activity settings.*
- c. explore the positive contributions derived from diversity in physical activity settings.*

3-5 Level Sample Activities/Tasks:

1. integrate individual uniqueness and ideas to create a partner-dance to a specific rhythm
2. demonstrate ways to adapt various physical activities to include all students, e.g., peer tutoring
3. explain the history of and perform dances from various cultures

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self expression and personal growth.

3-5 Benchmarks:

- a. participate in physical activity to experience enjoyment.*
- b. interact positively with peers while participating in physical activities.*
- c. describe the emotional benefits gained from participation in physical activities.*

3-5 Level Sample Activities/Tasks:

1. select and participate in a favorite physical activity chosen from several options, e.g., stations, games
2. rebound effectively for a "hot-shot" shootout partner
3. explain feelings experienced from successfully volleying a tennis ball against a wall

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

3-5 Benchmarks:

- a. explain the benefits of maintaining a positive attitude while participating in challenging physical activity.*
- b. describe how to balance the mental, physical, and social aspects of participation in physical activity.*
- c. explore a variety of challenging physical activities based on personal success and satisfaction.*

3-5 Level Sample Activities/Tasks:

1. anger and frustration, e.g., when attempting to bowl a strike
2. describe the mental, physical, and social factors present in group physical activities, e.g., analyze team juggling
3. use a combination of specific skills in a dynamic situation, e.g., combine dribbling skills with jump bands

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

3-5 Benchmarks:

- a. explore various physical education/fitness careers and the important services they provide.*
- b. explore the personal attributes required for selected physical education/fitness careers.*
- c. explain how physical education/fitness careers relate to other employment fields.*

3-5 Level Sample Activities/Tasks:

1. identify three physical education/fitness careers and the specific services they provide
2. identify the education, training, and personal attributes needed to become a physical education/fitness professional
3. describe how skills/knowledge learned from physical education/fitness professionals are useful in other careers

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

6-8 Benchmarks:

- a. maintain mature form in complex locomotor movement patterns.*
- b. adapt locomotor movement patterns to the demands of an unpredictable situation within activities and/or games.*
- c. analyze the effectiveness of transferring complex locomotor movement patterns into specific activities and/or games.*

6-8 Level Sample Activities/Tasks:

1. perform dance activities
2. play 3 on 3 basketball
3. execute a long jump

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities

6-8 Benchmarks:

- a. maintain mature form in complex manipulative movement patterns.*
- b. adapt manipulative movement patterns to the demands of an unpredictable situation within activities and/or games.*
- c. analyze the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.*

6-8 Level Sample Activities/Tasks:

1. utilize kicking, dribbling, throwing, catching, and trapping skills
2. legally manipulate the puck during a floor hockey game
3. place a shuttle cock away from an opponent while keeping it within a designated area

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

6-8 Benchmarks:

- a. react to various forces to maintain static or dynamic balance while performing intermediate skills.*
- b. maintain body equilibrium in intermediate movement patterns in modified physical activities and/or games.*
- c. analyze the effectiveness of kinesthetic adjustments made during intermediate non-locomotor/stability movement patterns.*

6-8 Level Sample Activities/Tasks:

1. dribble a ball while hopping on the non-dominant foot
2. maintain a level plane for 5 seconds on a balance board

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

6-8 Benchmarks:

- a. correlate pertinent scientific concepts and principles to a specific movement.*
- b. apply pertinent scientific concepts and principles to achieve a desired outcome.*
- c. assess the results of using specific scientific concepts and principles within a performance.*

6-8 Level Sample Activities/Tasks:

1. explain the scientific factors involved in achieving height and distance while putting the shot put
2. create ways to contract a specific muscle to increase strength
3. compare the processes involved in different discus throwing techniques

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

6-8 Benchmarks:

- a. investigate the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.*
- b. describe training and conditioning principles and practices that impact skill acquisition and performance.*
- c. select appropriate practice/training procedures based on evaluative feedback of skill acquisition and performance.*

6-8 Level Sample Activities/Tasks:

1. maintain an activity log to determine the effects of physical, emotional, and cognitive factors on performance
2. create varied cross training schedule which includes overload and rest principles
3. evaluate past performance and subsequently alter practice methods to improve badminton serving techniques

Indicator 3: Students will evaluate various strategies leading to successful performance.

- a. Performance strategies appropriate for specific situations.*
- b. apply complex performance strategies in specific situations.*
- c. compare the effectiveness of selected performance strategies.*

6-8 Level Sample Activities/Tasks:

1. develop a plan to defend a “give-n-go” play
2. execute a “hot box” play in softball/baseball
3. determine personal effectiveness of overhand/underhand/sidearm volleyball serves

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

6-8 Benchmarks:

- a. compare personal data with scientifically based data to determine health-related fitness level.*
- b. maintain personal fitness log to monitor changes in health-related fitness.*
- c. adjust frequency, intensity, time, and type of physical activity based on personal need.*

6-8 Level Sample Activities/Tasks:

1. compare personal results of two or three fitness assessments to both local and national norms
2. compare personally targeted fitness assessment results over time
3. improve selected areas of personal fitness by adjusting frequency, intensity, time, or type of physical activity

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

6-8 Benchmarks:

- a. interpret and share the results of on-going physical activity.*
- b. correlate the practice of a specific physical activity with the resulting benefit to health-related fitness.*
- c. choose safe, beneficial techniques and apply related theory to improve health-related fitness.*

6-8 Level Sample Activities/Tasks:

1. maintain a physical activity log for a specified time period to determine the relationship between activity and fitness
2. determine the relationship between a regular stretching routine and injury prevention

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

6-8 Benchmarks:

- a. analyze available options of school/community health-related facilities and human resources.*
- b. analyze and adapt personal fitness activities to meet changing needs.*
- c. model and share the results of a commitment to on-going physical activity.*

6-8 Level Sample Activities/Tasks:

1. determine the availability/feasibility of utilizing a community facility or human resource to reach a health related fitness goal
2. engage in activities which provide the greatest motivation and benefit for achieving a personal health-related goal

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

6-8 Benchmarks:

- a. accept personal responsibility for maintaining a physically and emotionally safe environment.*
- b. demonstrate and encourage proper etiquette and sportsmanship in physical activity settings.*
- c. implement effective conflict resolution processes and techniques in physical activity settings.*

6-8 Level Sample Activities/Tasks:

1. check archery equipment for defects, making shooting safe for everyone
2. model appropriate behavior when faced with a controversial decision during physical activity
3. solve conflicts in an appropriate manner, e.g., determine facts and make an honest call when self-officiating an activity

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

6-8 Benchmarks:

- a. acknowledge and appreciate the worth of the various roles inherent to a group setting.*
- b. determine and incorporate strengths of each individual in physical activity settings.*
- c. distribute leadership responsibilities by fulfilling various roles in group settings.*

6-8 Level Sample Activities/Tasks:

1. explain the importance/limitations of each role in a team activity, e.g., digger vs. a setter in volleyball
2. utilize each group member's size, strength, skills, ideas, and experiences
3. participate cooperatively in whatever role is necessary for group success, e. g., rotating offensive positions in flag football

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

6-8 Benchmarks:

- a. determine how an individual's uniqueness enhances physical activity settings and/or endeavors.*
- b. apply strategies for maintaining inclusion of all students in physical activity settings.*
- c. model respect for diversity in physical activity settings.*

6-8 Level Sample Activities/Tasks:

1. express how a visually impaired child's accomplishments motivate others in a physical activity setting
2. modify the rules of any activity to include students with disabilities
3. participate willingly with students of other social groups, cultures, and abilities during physical activity

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

6-8 Benchmarks:

- a. participate in various physical activities to experience personal satisfaction.*
- b. describe the social benefits of participating in physical activities.*
- c. explain the psychological benefits gained from participation in physical activity.*

6-8 Level Sample Activities/Tasks:

1. attempt unknown skills/physical activities to find those that are personally enjoyable
2. explain how participating in physical activities provides opportunities to make new friends and develop self-confidence in group settings

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

6-8 Benchmarks:

- a. describe the role of motivation and attitude in achieving personal satisfaction from physical activity.*
- b. analyze the mental, physical, and social factors necessary for maintaining a healthy balance in relation to physical activities.*
- c. seek personally challenging physical activities in pursuance of personal success and satisfaction.*

6-8 Level Sample Activities/Tasks:

1. compare/contrast the motivation and attitude of various professional and amateur athletes
2. compare the mental, physical, and social factors present during good vs. poor physical activity days
3. strive to achieve a personal performance best in a chosen physical activity

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

6-8 Benchmarks:

- a. analyze employment options affiliated with physical education/fitness careers and how they impact society.*
- b. determine the requirements of and the personal qualifications needed for various physical education/fitness careers.*
- c. determine the connections among physical education/fitness careers and other employment fields.*

6-8 Level Sample Activities/Tasks:

1. create a visual representation linking physical education/fitness careers and services to the community
2. design a career vacancy announcement for a chosen physical education/fitness professional
3. explain the support that selected physical education/fitness professionals provide other professions

PHYSICAL EDUCATION STANDARDS
9-12

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

9-12 Benchmarks:

- a. model mature form of all locomotor skills while executing complex movement patterns.*
- b. transfer fundamental locomotor movement patterns into specialized activities and/or games.*
- c. evaluate the effectiveness of transferring complex locomotor movement patterns into specialized activities and/or games.*

9-12 Level Sample Activities/Tasks:

1. integrate various footwork patterns while jumping rope
2. cross country ski on a groomed track
3. evade opponents while playing flag football

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities

9-12 Benchmarks:

- a. model mature form of all manipulative skills while executing complex movement patterns.*
- b. transfer fundamental manipulative movement patterns into specialized activities and/or games.*
- c. evaluate the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.*

9-12 Level Sample Activities/Tasks:

1. pitch a baseball/softball in the strike zone
2. skillfully execute a variety of badminton shots
3. select and use a variety of golf clubs appropriate to the distance and terrain of a course

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

9-12 Benchmarks:

- a. anticipate and respond to various forces to maintain static or dynamic balance while performing advanced skills.*
- b. maintain body equilibrium throughout complex movement patterns used within physical activities and/or games.*
- c. evaluate the effectiveness of kinesthetic adjustments made during complex non-locomotor/stability movement patterns.*

9-12 Level Sample Activities/Tasks:

1. avoid a wrestling opponent's attempt at a single leg take down
2. maintain balance, rhythm, and control while in-line skating
3. execute a forward roll on a balance beam

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

9-12 Benchmarks:

- a. differentiate which scientific concepts and principles relate to a specific movement.*
- b. apply appropriate scientific concepts and principles to achieve advanced outcomes.*
- c. evaluate the appropriate use of scientific concepts and principles within a performance.*

9-12 Level Sample Activities/Tasks:

1. determine how factors such as velocity, angle, and force impact the trajectory of a kicked ball
2. hit an archery target from standing, prone, and kneeling positions at varying distances
3. navigate a two mile cross country orienteering course using a map and compass

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

9-12 Benchmarks:

- a. understand the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.*
- b. analyze which training and conditioning practices have the greatest impact on skill acquisition and performance.*
- c. create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance.*

9-12 Level Sample Activities/Tasks:

1. explain how physical, emotional, and cognitive factors affect goal attainment and peak performance
2. select specific training practices leading to higher level skill acquisition, e.g., plyometrics, cross training
3. create a quadriceps strengthening program to increase knee stability

Indicator 3: Students will evaluate various strategies leading to successful performance.

9-12 Benchmarks:

- a. analyze specific situations to determine appropriate performance strategies.*
- b. execute a creative/innovative strategy leading to successful performance.*
- c. assess the effect/outcome of a specific performance strategy.*

9-12 Level Sample Activities/Tasks:

1. execute advanced offensive and defensive shots in a racquetball game
2. play to an opponent's weaknesses in a tennis match
3. combine the appropriate force and finesse to chip onto the green

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

9-12 Benchmarks:

- a. analyze scientifically based data to determine the level of personal health-related fitness.*
- b. develop a plan which improves personal health-related fitness.*
- c. analyze and modify frequency, intensity, time, and type of physical activity based on personal need.*

9-12 Level Sample Activities/Tasks:

1. assess personal health-related fitness to determine areas of strength and weakness
2. integrate cardiovascular and muscular training with a nutrition plan to improve body composition
3. evaluate personal health-related fitness level and develop an individualized exercise prescription

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

9-12 Benchmarks:

- a. analyze and share the results of on-going physical activity.*
- b. justify the practice of a specific physical activity to achieve a desired fitness benefit.*
- c. evaluate the benefits of specific techniques and related theory to improve health-related fitness.*

9-12 Level Sample Activities/Tasks:

1. log detailed data of in-school and out-of-school physical activities and compare seasonal results
2. describe physiological and psychological benefits derived from routine endurance running
3. perform maximal repetitions through a full range of motion for optimal muscular endurance development

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

9-12 Benchmarks:

- a. evaluate available options and quality of school/community health-related facilities and human resources.*
- b. evaluate and modify personal fitness plans to meet specific and/or changing needs.*
- c. advocate the participation of others in a variety of health-related fitness activities.*

9-12 Level Sample Activities/Tasks:

1. assess community facilities, programs, and personnel to determine those which best meet personal fitness needs
2. monitor health-related fitness needs and adjust personal goals/activities accordingly
3. encourage friends and family members to regularly participate in formal and informal physical fitness activities

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

9-12 Benchmarks:

- a. accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment.*
- b. model appropriate etiquette and exemplary sportsmanship in physical activity settings.*
- c. demonstrate timely and effective conflict resolution skills, techniques, and processes in physical activity settings.*

9-12 Level Sample Activities/Tasks:

1. modify equipment so others feel emotionally and physically safe, e.g., assess and modify gymnastics matting
2. display appreciation and respect for the successful performance of opponents and teammates
3. solve problems by analyzing causes, potential solutions, and consequences

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

9-12 Benchmarks:

- a. acknowledge and respect the intrinsic worth of the various roles inherent to a group setting.
- b. recognize and utilize the potential and strengths of each individual by supporting his/her effort in physical activity settings.
- c. provide leadership by actively fulfilling various roles within group settings.

9-12 Level Sample Activities/Tasks:

1. advocate the value of each role in a group setting
2. encourage, support, and trust group members while maneuvering a ropes course
3. fulfill any role necessary to facilitate group success, e.g., willingly share ideas, actively listen, and cooperatively implement strategies

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

9-12 Benchmarks:

- a. analyze how an individual's uniqueness can enrich a physical activity setting and/or endeavor.
- b. formulate strategies for maximizing inclusion of all students in physical activity settings.
- c. model and advocate respect for diversity in physical activity settings.

9-12 Level Sample Activities/Tasks:

1. describe how the experience and perspective of others can enrich a physical activity setting, e.g., a foreign exchange student's understanding of soccer
2. create a modified version of a physical activity to enable the full participation of each student
3. seek opportunities to interact with students of other social groups, cultures, and abilities, e.g., volunteer to mentor others

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

9-12 Benchmarks:

- a. *engage in a multitude of physical activities to determine those most personally satisfying.*
- b. *participate regularly in physical activities which fulfill personal needs for self-expression and social interaction.*
- c. *evaluate the psychological benefits derived from routine participation in physical activity.*

9-12 Level Sample Activities/Tasks:

1. participate in various indoor/outdoor activities to distinguish those most stimulating
2. choose individual or group activities which provide opportunities for uninhibited participation, e.g., creative dance; adventure sports
3. maintain a journal describing the range of positive feelings resulting from regular physical activity, e.g., improved physical appearance, greater self-esteem, enhanced ability

Indicator 2: Students will evaluate the unique benefits of perseverance and personal satisfaction from challenging physical activity.

9-12 Benchmarks:

- a. analyze the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.*
- b. maintain a healthy balance among mental, physical, and social factors related to participation in physical activities.*
- c. pursue and embrace new challenges based on past personal success and satisfaction.*

9-12 Level Sample Activities/Tasks:

1. maintain a positive mental attitude when performing a difficult physical activity
2. evaluate personal lifestyle and make healthy adjustments to neglected factors
3. strive to achieve a higher level of success following completion of a challenging physical activity

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

9-12 Benchmarks:

- a. evaluate various employment options affiliated with physical education/fitness careers and how they impact society.*
- b. evaluate personal compatibility with the various elements of an identified physical education/fitness career.*
- c. analyze the interrelationships among physical education/fitness careers and other employment fields.*

9-12 Level Sample Activities/Tasks:

1. mentor with a Certified Strength and Conditioning Specialist and record various interactions with community and clients
2. articulate the pros and cons of a personal “best fit” with a physical education/fitness profession
3. create a concept map reflecting the support that selected physical education/fitness professionals provide other professions

Standard Rubrics

(by the end of a student's high school years they should be performing at an Advanced level)

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Advanced	Proficient	Basic
The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. <i>(locomotor skills)</i>	The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patterns, activities, and/or games. <i>(locomotor skills)</i>	The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. <i>(locomotor skills)</i>
The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. <i>(manipulative skills)</i>	The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to be modified movement patterns. <i>(manipulative skills)</i>	The student displays some elements of correct technique when applying force to or receiving force from an object. <i>(manipulative skills)</i>
The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. <i>(nonlocomotor/stability skills)</i>	The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. <i>(non-locomotor/stability skills)</i>	The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. <i>(non-locomotor/stability skills)</i>

STANDARD TWO: Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Advanced	Proficient	Basic
<p>The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. <i>(movement concepts)</i></p>	<p>The student demonstrates the ability to apply self-determined or teacher-directed skills specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. <i>(concepts/principles)</i></p>	<p>The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. <i>(concepts/principles)</i></p>
<p>The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. <i>(training)</i></p>	<p>The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. <i>(training)</i></p>	<p>The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. <i>(training)</i></p>
<p>The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patterns/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. <i>(strategies)</i></p>	<p>The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. <i>(strategies)</i></p>	<p>The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. <i>(strategies)</i></p>

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Advanced	Proficient	Basic
<p>The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. <i>(health-related fitness components)</i></p>	<p>The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. <i>(health-related fitness components)</i></p>	<p>The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. <i>(health-related fitness components)</i></p>
<p>The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. <i>(benefits)</i></p>	<p>The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. <i>(benefits)</i></p>	<p>The student understands the benefits of physical activity and follows instruction regarding appropriate practices. <i>(benefits)</i></p>
<p>The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. <i>(participation)</i></p>	<p>The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. <i>(participation)</i></p>	<p>The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. <i>(participating)</i></p>

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Advanced	Proficient	Basic
<p>The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. <i>(positive interaction)</i></p>	<p>The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. <i>(positive interaction)</i></p>	<ul style="list-style-type: none"> • The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. <i>(positive interaction)</i>
<p>The student consistently recognizes the impact of each member’s contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. <i>(responsible behavior)</i></p>	<p>The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. <i>(responsible behavior)</i></p>	<p>The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. <i>(responsible behavior)</i></p>
<p>The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student’s natural behavior demonstrates that s/her personally values the equitable participation of each individual. <i>(diversity)</i></p>	<p>The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. <i>(diversity)</i></p>	<p>The student accepts the concept of equitable participation in physical activity settings. <i>(diversity)</i></p>

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Advanced	Proficient	Basic
<p>The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (<i>self-expression/self-confidence</i>)</p>	<p>The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (<i>self-expression/self-confidence</i>)</p>	<p>The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (<i>self-expression/self-confidence</i>)</p>
<p>The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (<i>challenge/satisfaction</i>)</p>	<p>The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (<i>challenge/satisfaction</i>)</p>	<p>The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (<i>challenge/satisfaction</i>).</p>
<p>The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (<i>employment opportunities</i>)</p>	<p>The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (<i>employment opportunities</i>)</p>	<p>The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (<i>employment</i>)</p>

Elementary Wellness Activity Rubric

	E (93-100%)	S+ (85-92%)	S (77-84%)	S- (70-76%)	N (69%-Below)
Follows directions and rules: listens	Student consistently listens and follows directions.	Student often listens and follows directions.	Student sometimes listens and follows directions.	Student seldom listens and follows directions.	Student rarely listens and follows directions.
Cooperates in activities.	Student consistently cooperates appropriately in class activities without a reminder.	Student often cooperates appropriately in class activities without a reminder.	Student sometimes cooperates appropriately in class activities without a reminder.	Student seldom cooperates appropriately in class activities without a reminder.	Student rarely cooperates appropriately in class activities without a reminder.
Exhibits sportsmanship	Student consistently helps and encourages others and is a gracious winner/loser.	Student often helps and encourages others and is often a gracious winner/loser.	Student sometimes helps and encourages others and is sometimes a gracious winner/loser.	Student seldom helps and encourages others and is seldom a gracious winner/loser.	Student rarely helps and encourages others and is never a gracious winner/loser.
Respects people and equipment	Student consistently demonstrates appropriate behavior to others and equipment.	Student often demonstrates appropriate behavior to others and equipment.	Student sometimes demonstrates appropriate behavior to others and equipment.	Student seldom demonstrates appropriate behavior to others and equipment.	Student rarely demonstrates appropriate behavior to others and equipment.
Exhibits leadership and responsibility (i.e. tennis shoes)	Student consistently demonstrates positive, responsible, personal and social behavior.	Student often demonstrates positive, responsible, personal and social behavior.	Student sometimes demonstrates positive, responsible, personal and social behavior.	Student seldom demonstrates positive, responsible, personal and social behavior.	Student rarely demonstrates positive, responsible, personal and social behavior.
Accepts feedback	Student consistently accepts feedback in a positive manner.	Student often accepts feedback in a positive manner.	Student sometimes accepts feedback in a positive manner.	Student seldom accepts feedback in a positive manner.	Student rarely accepts feedback in a positive manner.
Exhibits positive attitude	Student consistently exhibits a positive attitude toward task and others.	Student often exhibits a positive attitude toward task and others.	Student sometimes exhibits a positive attitude toward task and others.	Student seldom exhibits a positive attitude toward task and others.	Student rarely exhibits a positive attitude toward task and others.
Demonstrates skills	Student consistently exhibits outstanding performance and participates with enthusiasm.	Student often exhibits outstanding performance and often participates with enthusiasm.	Student sometimes exhibits outstanding performance and sometimes participates with enthusiasm.	Student seldom exhibits outstanding performance and seldom participates with enthusiasm.	Student rarely exhibits outstanding performance and does not participate with enthusiasm.
Demonstrates effort	Student consistently strives for personal best.	Student often strives for personal best.	Student sometimes strives for personal best.	Student seldom strives for personal best.	Student rarely strives for personal best.

Wellness Assessment Mickelson Middle School

Wellness grades are given each quarter. Scores from written tests and motor and fitness tests, as well as required daily participation are used to assess students in physical education. Written tests and graded assignments determine the health grade. Health and Physical education percentages are combined into a wellness grade.

Health grades are determined by the following percentages:

89-100	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59 & below	F

Physical Education grades are determined by written and skill assessments along with a participation rubric.

Students are encouraged to retake tests as a way to improve to improve their grade.

Wellness Participation Rubric:

	0-5 pts	0-5 pts	0-5 pts	0-5 pts	0-5 pts
Dressed/ Punctual					
Attitude/ Effort					
Sportsmanship					
Respect					
Locker Room Behavior					

Total: 25 points

*Students in grades 3-8 will be given the Presidential Fitness test each year. Growth will be monitored and evaluated at the end of grade eight.

Wellness Activity Assessment High School

Students are graded in wellness activities on quizzes, tests and daily activities. Attached is an example of a wellness activity rubric that may be used to assess daily behaviors.

Students must receive a passing grade (D or above) in 12 out of 14 units to fulfill the High School Wellness requirement. Grading percentages are as follows:

100-98	A+
97-95	A
94-92	A-
91-89	B+
88-86	B
85-83	B-
82-80	C+
79-77	C
76-74	C-
73-71	D+
70-68	D
67-65	D-
Below 65	Failing

Wellness Activity Rubric

	A	B	C	I	F
	Always	Often	Sometimes	Needs Improvement	Inappropriate
Leadership					
Participation					
Prepared					
Respect					

Leadership - Qualities: encourages and includes others, plays by the rules willingly tries new things, is enthusiastic

Participation – Qualities: 100 percent, listens, promptly follows directions

Prepared – Qualities: dresses to participate, brings makeup work when due, brings supplies for the day

Respect – Qualities: shows respect to staff, peers, equipment, facilities, property, appropriate language, rules.

	carrying											
	lifting											
	pushing/pulling											
	jumping rope											
LOCOMOTOR MOVEMENT		I	E	E	R	R	R	R	R	R	R	R
	walking											
	running											
	hopping: horizontal/vertical											
	jumping: horizontal/vertical											
	leaping											
	step-hop											
	skipping											
	sliding											
	galloping											
NON-LOCOMOTOR MOVEMENT/AXIAL		I	E	E	R	R	R	R	R	R	R	R
	*transferring body weight - over, under, around, through											
	*balancing											
	bending											
	twisting											
	circling											
	swaying/rocking											
	turning											
	shaking											
	dodging											
	pivoting											
	lifting											
	landing											
	stretching											
	pushing/pulling											
	falling											
	reaching											
	rising/ lowering											
	bridging											
	curling											
	marching											
	bending											
	rolling											
	creeping/crawling											
	swinging											

I – Introduce E – Emphasize R – Reinforce
 High School units are elective within course requirements

WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
TEAM SPORTS (basic sport skills have been incorporated in K-2 manipulative)					I	I	I	E	R	R	R
BASKETBALL											
	dribbling										
	ball handling										
	passing										
	shooting										
	drills										
	safety										
	lead up games										
	rules/terminology										
	offense/defense										
	strategy										
	game										
FOOTBALL SKILLS /FLAG FOOTBALL					I	I	I		E	R	R
	throwing/catching										
	kicking / punting										
	blocking										
	centering										
	handoffs										
	pass patterns										
	drills										
	safety										
	lead up games										
	rules/terminology										
	offense/defense										
	strategy										
	game										
HOCKEY SKILLS/FLOOR HOCKEY					I	I	I	E			R
	passing										
	shooting										
	goal tending										
	drills										
	safety										
	lead up games										
	rules/terminology										
	offense/defense										
	strategy										
	game										
SOCCER SKILLS/ SOCCER					I	I	I	R	R	R	E
	dribbling										
	passing										
	tackling										
	heading										
	trapping										
	drills										
	safety										
	lead up games										
	rules/terminology										
	offense/defense										
	strategy										
	game										
SOFTBALL SKILLS/ SOFTBALL/FAST PITCH					I	I	I		E	R	R

	throwing											
	catching											
	hitting											
	pitching											
	fielding											
	base running											
	bunting											
	drills											
	safety											
	lead up games											
	rules/terminology											
	offense/defense											
	strategy											
	game											
TEAM HANDBALL						I	I	I		I	E	R
	throwing											
	catching											
	falling											
	goal tending											
	drills											
	safety											
	lead up games											
	rules/terminology											
	offense/defense											
	strategy											
	game											
VOLLEYBALL SKILLS/VOLLEYBALL						I	I	I	E	E	R	E
	passing											
	setting											
	attack											
	blocking											
	serving											
	drills											
	safety											
	lead up games											
	rules/terminology											
	offense/defense											
	strategy											
	game											

I – Introduce E – Emphasize R – Reinforce
 High School units are elective within course requirements

WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
AQUATICS											IE
RED CROSS LESSONS											
WATER GAMES											IE
	drills										
	safety										
	lead up games										
	rules										
	offense/defense										
	strategy										
	game										
FITNESS SWIM											IE
	aerobic water activities										
	breathing techniques										
	stroke technique/evaluation										
	safety										
SCUBA DIVING											IE
	equipment safety										
	breathing techniques										
	snorkeling skills										
	buddy breathing										
	ditch & recovery										
	drills										

I – Introduce E – Emphasize R – Reinforce
 High School units are elective within course requirements

WELLNESS ACTIVITIES

RHYTHMS		K	1	2	3	4	5	6	7	8	HS
MOVEMENT TO MUSIC/SIGNAL (options)											
	juggling	I	R	R	R	R	R				
	jump bands				I	R	R				
	ribbon sticks	I	R	R							
	lummi stick	I	R								
	cup stacking				I	R	R				
	jump ropes	I	I	I	R	R	R				
	locomotor movements	I	R	R	R						
	line				I	R	R				
FOLK											
	schottische								IE		
	polka								IE		
	mixers										IE
	circle										IE
SOCIAL/CONTEMPORARY											
	waltz								IE		R
	two step								IE		R
	jitterbug									IE	R
	line dancing										IE

I – Introduce E – Emphasize R – Reinforce
 High School units are elective within course requirements

WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
INDIVIDUAL SPORTS/LEISURE (some sport skills may be introduced in the elementary program.)											
ARCHERY										I	E
	safety										
	equipment										
	stance										
	bracing										
	aiming/shooting										
	rules										
	terminology										
BADMINTON								I	E	R	E
	grip/stroke										
	games										
	serving										
	drills										
	safety										
	lead up games										
	rules/terminology										
	strategy										
BOWLING					I	I	I			I	E
	equipment										
	grip										
	approach steps										
	release techniques										
	aiming techniques										
	rules/terminology										
	scoring										
	game										

I – Introduce E – Emphasize R – Reinforce
 High School units are elective within course requirements

WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
COOPERATIVE GAMES/ACTIVITIES (options)		I	I	I	I	I	I	R	R	R	R
	cage ball/omnicken ball										
	parachute										IE
	juggling										
	orienteering										
	Project Adventure										
GOLF (optional at the elementary level)		I	R	R	R	R	R			I	E
	stance										
	safety										
	grip										
	equipment										
	strokes										
	etiquette										
	rules/terminology										
	lead up games										
	strategy										
	game										
GYMNASTICS											IE
	safety										
	tumbling										
	events										
	routines										
	scoring										
	spotting										
	terminology										
RACQUET SKILLS					I	I	I	I	E	R	R
(e.g. Wall Ball, Table Tennis, Pickleball, Floor Tennis, Badminton, Magic Tennis, Eclipse Ball)											
	equipment										
	grip/strokes										
	rules/terminology										
	lead up games										
	safety										
RECREATIONAL GAMES					I	I	I	I	R	R	E
(e.g. Shuffleboard, Mat ball, Horseshoes, Lawn Games, Ultimate Football, Flag Tag, 4-square, Ultimate Frisbee Relays, Frisbee Golf, etc.)											
	rules/terminology										
	strategy										
	safety										
SELF-DEFENSE										I	E
	stance										
	pressure points										
	release techniques										
	blocks, kicks, and punches										

I – Introduce E – Emphasize R – Reinforce
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WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
SELF-DEFENSE/JUDO (cont.)	high risk situations										
	personal safety										
	acquaintance rape										
	passive defense										
	injury defense										
STUNTS/TUMBLING		I	I	I							
	balance beam										
	egg/pencil/log roll										
TENNIS											IE
	grip										
	strokes										
	serving										
	drills										
	safety										
	lead up games										
	rules/terminology										
	offense/defense										
	strategy										
	game										
TRACK AND FIELD						I	I	E			
	safety										
	field events										
	running events										
	relays										
	training/techniques										
	rules/terminology										
WRESTLING (optional)								IE			
	techniques										
	drills										
	safety										
	rules/terminology/appreciation										
	strategies/matches										
	nutrition										

I – Introduce E – Emphasize R – Reinforce
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WELLNESS ACTIVITIES

		K	1	2	3	4	5	6	7	8	HS
HEALTH-RELATED FITNESS (options)											
AEROBIC/ANAEROBIC DEVELOPMENT											
	safety				I	I	I	E	R	R	E
	terminology										
	consumerism										
	F.I.T.T. principle										
	health promotion										
	activities and games										
	-(e.g. jogging, jumping rope,										
	aerobic/anaerobic games,										
	sprinting, circuit training,										
	walking, power walking,										
	Yoga, Pilate's, kickboxing,										
	etc.)										
FITNESS DEVELOPMENT (options)											
	cardiovascular efficiency-	I	I	I	I	I	I	E	R	R	E
	(strong/lower heart rates)										
	flexibility										
	strength										
	endurance										
	power										
	agility										
	coordination										
	balance										
	terminology										
	attitude and lifestyle choices										
	genetic inheritance										
	body composition										
	physical fitness testing										
	nutrition										
	heart rate monitors										
PROJECT ADVENTURE											
	safety										IE
	cooperative games										
	equipment										
	terminology										
	trust and peer relationships										
	self-concept										
	natural highs										
WEIGHT TRAINING											
	safety								I	E	E
	terminology										
	individual programs										
	workouts										

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Resources for PE

<http://bb016.k12.sd.us/> Bendas Page

<http://tn008.k12.sd.us/> Tracy's Page

<http://www.sandiegocahperd.net/> San Diego SAHPERD

<http://doe.sd.gov/contentstandards/pe/index.asp> SD Content Standards

<http://www.aahperd.org/index.cfm> AAHPERD

http://www.aahperd.org/naspe/template.cfm?template=teachers_toolbox_oct06.html NASPE

<http://www.pecentral.com/> PE Central

<http://www.beactivenc.org/> Be Active North C.

<http://sdahperd.sdstate.org/> SD AHPERD

<http://www.fargo.k12.nd.us/education/dept/dept.php?sectionid=263&PHPSESSID=67db09df8f3ab2a238271bc7e77f7b7d> Fargo ND Physical Education Site